

## **Philosophical Statement**

Classroom management is vital for teachers to maintain a productive and safe learning environment for their students. My role as a teacher, is to provide the optimal learning environment possible to promote learning. I promote a collaborative environment in which learning falls between student-directed and teacher-directed. My goal is for students to see me as being an authority figure, who is there to help them learn by sharing my knowledge and guiding their learning.

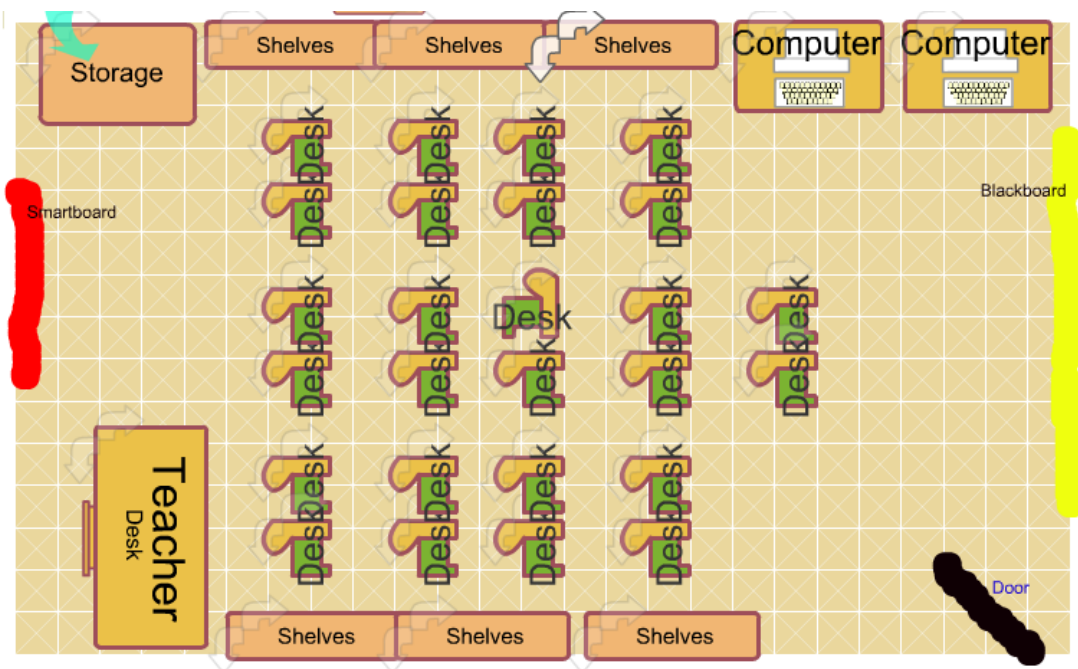
## **Room Arrangement**

(See figure on next page for classroom layout design.)

The arrangement of the desks in my classroom is in rows of groups of two. This arrangement reduces distraction, and allows for students to work independently or in partners when necessary. The desks in my classroom are close enough together so that desks can easily be clustered into larger groups for those types of activities.

From his or her desk, each student has a good vantage point to see the smartboard, which will be a key tool in my lesson presentations. There is plenty of shelving space for literacy books as well as textbooks. Two computers in the back of the class will be useful for centres, internet research, assistive technology purposes and differentiation.

The blackboard at the rear of the class is where I would place the date, daily schedule, washroom sign out, and homework list.



## **Classroom Rules**

My initial set of rules are determined by any set of rules the school has decided to enforce. This initial list can be added to as the need arises. Generally these rules are well known to the students already. On the first day of school, I make a point of eliciting classroom rules from the students. I make sure to always repeat the rules my students came up with positively. So, instead of saying, “no calling out”, I repeat the rule as “Raise hands”. We rank the rules together and come up with a maximum of five, so that student’s don’t become overburdened by rules. With every possible rule I try to initiate a discussion about why the rule would be important. Five common rules that I generally try to implement in my classroom are:

1. Respect rights and property of other
2. Follow direction
3. Work quietly in the classroom
4. Be a good listener
5. Raise hands to speak or leave seat.

I tell the students that as time progresses we can add or delete rules as we see fit. The important qualities of any rule I will accept are that it is equal for everyone, possible to enforce, fair and specific.

After determining the rules with my students, I have them complete an activity, where they write the rules out, so that their parents can sign them at

home. This communication of the rules with parents is vital; the parents can encourage and enforce classroom rules to almost the same degree as the teacher can. In grades where students aren't writing on their own, I include a copy of the class rules in my first day newsletter. I also give a copy of my newsletter that includes the rules to my administrator.

### **Classroom Procedures / Routines**

Routines are a must in my classroom. Two of the most vital routines I use are my morning routine and leaving routine. I start each morning by meeting the students at the doorway to the classroom as they enter the school. As they line up outside the classroom, I take some time for some positive small talk. Once everyone is ready to enter the class I let them in so that they can sit at their desks and start the opener activity that I have placed on the smartboard. I have 5 opener activities, one for each day of the week. They are always language based and the students enjoy trying to complete them before the announcements and national anthem begin. This gives me time to take attendance and get myself organized. After the national anthem, I explain the day's schedule, make collections when necessary, and make classroom announcements. This morning structure ensures that my students start the day off right.

My end of the day routine starts with 5-10 minutes left in the school day. It involves students writing their homework in their take home journals, which I use to keep contact with parents. I then dismiss one row of students at a time. Experience has taught me that this reduces the chaos, and helps my students leave the school safely and in an orderly manner. I all use the call one row to line up at a time routine for any event in which the students have to leave the classroom.

My lessons plans are diverse but all start with a creative hook to grab the students' attention. My lessons are designed using a backwards design process with plans assessment into each lesson, whether it be diagnostic, formative or summative.

I use a variety of assessment tools for different lessons including, checklists, anecdotal notes, rubrics and tests. I differentiate learning in each lesson by catering to multiple intelligences that my students may possess. My preferred type of lesson is an inquiry-based lesson that allows students to take a constructivist approach to their own learning. I also try to use group work and shoulder partner work as much as possible. Although it does get noisy sometimes, I believe that the topic related discussion that occurs is worth it. As I've already mentioned, assessment occurs on a daily basis. It is the tool that I use to ensure that each student is getting the most out of their learning experience in my classroom. If a student is not succeeding in understanding concepts, my assessments let me know of this before it is too late and we move on to a new subject.

## **Behaviour Management**

I try to maintain proactive management strategies, to prevent negative behaviours from occurring simply by keeping students engaged and interested. I accomplish this through the use of routines and positive reinforcement. I make a point of focusing on positive behaviours, in this way I am usually able to get the students' attention to focus it on task.

I adopt a combination of approaches when dealing with negative behaviour. I use the CALM management model (Consider, Act, Lesson, Manage) as well as the "3 basket approach". The CALM model is useful because it doesn't require the teacher to deviate from his lesson to manage behaviours. The "3 basket approach" is useful because it promotes consistency, helps to correct thinking errors and teaches students the correct way to act in school.

Discipline is a word that most teachers hate to hear, but it is unavoidable in the classroom. In my classroom I use both encouragement and logical consequences to prevent and punish when necessary. It is important to distinguish the difference between Discipline and Non-Discipline problems as they arise in the classroom. To do this I will get to know my students, and create a rapport with them. I will try to understand the different contexts from which my students express behaviours. In this way I can remain subjective, and accurately identify an issue that requires teacher discipline, and an issue that requires understanding and a gentle approach.

I use a variety of consequences to manage behaviours, including non-verbal cues, verbal warnings, apologies, last to leave class, time outs, and action plans. Sending a child to the office is a consequence I reserve for extreme cases, like if a students safety is questioned. I believe the most important thing to remember when managing student behaviour is to never back a student into the corner where their fight or flight instincts' kick in.